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**610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP
(2019-2023)**

SYLLABUS OF THE UPDATED COURSE



COMMUNICATIVE STRATEGIES (SECOND FOREIGN LANGUAGE) (MA LEVEL)

Prepared by the MultiEd team

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Summary of the updated course under the umbrella of the MultiEd project # 610427-EPP-1-2019-1-EE-EPPKA2-CBHE-JP	
“Communicative Strategies (Second Foreign Language)”, MA	
Horlivka Institute for Foreign Languages SHEI Donbas State Pedagogical University	
Master/bachelor level	Master level
Branch of knowledge	035. Philology 014. Secondary Education
Specialization	035.043 "Germanic languages and Literature" (Translation including), first foreign language – German 035.055 "Romance languages and Literature" (Translation including), first foreign language – French 014.022 "Secondary Education" (German language and Literature) 014.023 "Secondary Education" (French language and Literature) 014.024 "Secondary Education" (Spanish language and Literature)
Qualifications	Teacher of German, Foreign Literature and English Teacher of French, Foreign Literature and English Teacher of Spanish, Foreign Literature and English
Form of education	Full-time
Status of the discipline	Cycle of professional courses. Compulsory course
Course prerequisites	English level B2 or higher
Semester of the course	1-3
Course Volume	12 ECTS 360 hours 168 hours of class work 192 hours of self-study and consultations
Form of final control	Written Test and Oral Examination (passed - A, B, C, D, E, failed - F)
Course language	English
Developers	Pozhydaieva Nadia, Candidate of Philology, Associate Professor, Horlivka Institute for Foreign Languages SHEI DSPU
Brief Course Description (up to 2000 symbols)	
<p>The course “Communicative Strategies (Second Foreign Language)” is intended for students doing a Master degree. The course will provide students with profession-oriented communicative and linguistic competences sufficient to be able to read for information, study and contextualize authentic texts, write, present and justify your opinion, compare and contrast your evidence and opinions, evaluate ideas. It covers both written and oral discourse and ensures practical applications in the selected branch of educational, cultural, promotional or media activity and in the work environment. The course will help students develop critical thinking and improve their writing and communicative skills in the second foreign language, thus forming a complex system of language, linguistic, sociocultural, educational and professional competences, which will serve the guidance in the authentic language environment and cross-cultural communication. The purpose of the course is to teach productive and receptive types of speech activity in different communicative situations, cross-cultural including, and to develop profession-oriented skills of an English teacher.</p>	

Method of instruction: the professor will conduct the course through practical training and students' active participation (individually, in small groups, and in class discussions).
 Course requirements: students are expected to attend classes on a regular basis, complete readings before each class, and be prepared for class discussions (with presentations, questions and contributions). Tardiness or lack of participation may affect the final mark.

New, Updated, and Modified Components

- A. Key Terms and Notions
- B. Course Aim
- C. Competencies
- D. Learning Outcomes
- E. Course Final Assessment
- F. Assessment Criteria for Oral Report
- G. Course Quality Monitoring
- H. Course Layout and the Number of Modules
- I. Literature and References

A. Key Terms and Notions

listening, reading, writing, speaking, text analysis, discourse, communicative strategies, speech etiquette of communication, socio-cultural errors, compositional and speech forms, skimming, scanning, for and against essay, opinion essay, resume, summary

B. Course Aim

The course aims to help prospective teachers of English in improving and polishing professionally-oriented cross-cultural communicative competence and skills in reading, listening, speaking and writing, as well as sociocultural competence with comparative approach.

C. Competencies

Generic competencies	ability to fluently and professionally use English in different communicative situations; capacity to learn and stay up-to-date with learning; ability to work in a team; knowledge and understanding of the subject area and understanding of the profession; ability to evaluate and maintain the quality of work produced.
Specific competencies	demonstrate discursive strategies which help solving communicative tasks; analyze authentic texts of different styles and apply the stylistic principles; organize and support ideas in a logical and argumentative way; identify most typical errors in cross-cultural communication

D. Learning Outcomes

CSSFL 1	Students distinguish between objectively and subjectively provided information in different types of authentic texts, evaluate information presented explicitly and implicitly
CSSFL 2	Students can understand by ear and adequately respond to large amounts of information which is presented in standard and dialectal pronunciations of different variants of the English language, diverse in content and direction
CSSFL 3	Students are able to communicate on a variety of topics, including professional; argue their point of view in oral communication (debates, discussions, dialogues)
CSSFL 4	Students can argue their point of view in written communication, write well-structured texts on a variety of subjects, write different types of essays on various topics, structure and design a written message
CSSFL 5	Students understand the possible differences between native and other cultures and develop a positive perception of other cultures, overcoming socio-cultural differences

CSSFL 6	Students anticipate, predict, summarize the information received, then classify, systematize the information obtained in accordance with the task	
E. Course Final Assessment		
Written Test		
Type of work, activity, task	Max points	Extra information
Use of English	Total: 40 40*0.2	There are four types of test: multiple choice (10), word formation (10) open cloze (10) and key word transformation (10); each correct answer equals 1 point
Reading	Total: 20 20*0.2	Test in reading with 10 questions, each correct answer equals 2 points
Writing	Total: 40 40*0.2	Writing an essay gives 20 points for the correct structure and relevant evaluation of the topic; another 20 points for grammar and style
Oral Examination		
Read the text and make its comprehensive analysis	Total: 40 40*0.2	the student identifies the main idea, determines the key events and facts, analyzes them and fluently discusses it with the examiner
Speak on the suggested problem	Total: 40 40*0.2	the student logically builds an argument, expresses his/her point of view in accordance with the communicative situation
Correct the mistakes in the given text	Total: 20 20*0.2	the student corrects the errors and explains his/her corrections
Total:	100	The total mark consists of the sum of points received by the student for content modules (ratio 0.6, max. 60 points), points for written (ratio 0.2, max. 20 points) and oral part (ratio 0.2, max. 20 points)

F. Assessment Criteria for Oral Report on a 5-point scale					
Criteria/ Points	Descriptors				
	5	4	3	2	1
Grammar and Vocabulary	Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics and some unfamiliar ones.	Shows a reasonably good degree of control of a range of simple and few complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on most common topic	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics	Shows a good degree of control of simple grammatical forms. Uses a range of mostly appropriate vocabulary to give views on familiar topics	Shows a good degree of control of simple grammatical forms. Uses a limited range of mostly appropriate vocabulary when talking about familiar topics
Discourse Management	Produces extended stretches of text with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers.	Produces extended stretches of text despite occasional hesitation. Contributions are relevant, organization of ideas is mostly clear. Uses a range of cohesive devices and separate discourse markers.	Produces extended stretches of text despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices.	Produces extended responses, despite hesitation. Contributions are mostly relevant, with repetitions and minor mistakes. Uses separate cohesive devices.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some mistakes.

Pronunciation	Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly.	Is intelligible. Intonation is appropriate. Sentence and word stress is placed mostly accurately. Individual sounds are articulated clearly, with very rare slips of the tongue.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Is mostly intelligible, and has general control of phonological features at both utterance and word levels.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.
Interactive Communication	Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome without support	Initiates and responds appropriately, occasionally linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome with minimal support	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.	Initiates and responds appropriately. Keeps the interaction going with little prompting and support	Initiates and responds mostly appropriately. Keeps the interaction going with some prompting and support

G. Course Quality Monitoring

1. Syllabus feedback from internal and external (peer-)reviewers
2. Feedback from enrolled students
3. Students' performance in the course

H. Course Layout and the Number of Modules

Semester	Module	Content
1	1	Law and punishment Legal cases
	2	Balance of energy Health care
	3	People's footprint
2	4	Variety of Englishes Language policy in Europe
	5	Fighting against the odds Professional development of a teacher
	6	Personal development strategies
3	7	The influence of globalization on the formation of picture of the world Global village
	8	Sustainable development and globalization Changed society

I. Literature and References

1. Philip Kerr, Sue Kay, Vaughan Jones. Inside Out Advanced. Student's book. – Macmillan, 2007.
2. Bell Jan. Advanced Expert. CAE : Coursebook. – Pearson Education Limited, 2008. – 207 c.
3. Bell Jan. Advanced Expert. CAE : Resourcebook. – Pearson Education Limited, 2008. – 180 c.
4. Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Cambridge University Press, 2001. – 260 p.